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ABSTRACT

This issue of the "SLANT" Newsletter for researchers in second language acquisitions is highlighted by reports of research in progress in Belgium, the Netherlands, Luxembourg, and Germany. Also included are reports of various second language conferences, a list of upcoming conferences, and announcements of developments that are of interest to the field. (JB)

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Second **L**anguage **A**cquisition **N**otes & **T**opics

MANAGING EDITOR: Judith Chun
ASSOCIATE EDITOR: Barbara Ferrin
BUSINESS MANAGER: Steven Stauss
STAFF: Daria Carraro, Helen Chan, Karen O'Neill, Debbie Wise

A NEWSLETTER FOR RESEARCHERS | VOLUME VIII, NUMBER 1 | MAY, 1978

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STAFF CHANGE: It is with appreciation for her past role in the creation of SLANT that we publish the following announcement from Nancy Backman:

> I want to announce that I am retiring as co-editor of SLANT. Many people shared the work and the pleasure of putting the issues together and I want to thank all those who were involved with SLANT during its first four years. I am happy that we now have a "home" in San Jose and wish the new staff well in the future. I look forward with enthusiasm to forthcoming issues.

SLANT CORRESPONDENCE: All correspondence regarding subscriptions, back issues, and changes of address, should be addressed to: Steven Stauss, Business Manager, SLANT Newsletter, Linguistics Program, San Jose State University, San Jose, CA 95192 U.S.A. Please address all other correspondence to: Judith Chun, Box 2651, Stanford, CA 94305 U.S.A.

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NOTES FROM THE EDITOR

SURVEY RESULTS

The SLANT Staff would like to thank all of the readers who took the time to fill out and return the surveys included in Issue VII. The major results of the survey responses are summarized below:

READER INTEREST SURVEY

Features

The features in which SLANT readers had most interest are: (1) Research in Progress, (2) Conference Reports, (3) Annual Publication of Research Resumes, and (4) Journals of Interest to L2 Researchers. There is also good support for two other features: (1) Courses in L2 Acquisition, and (2) General Announcements. The only two features for which there was substantial "non-interest" are: (1) Annual Mailing List, and (2) Letters to the Editor.

There were also slight differences in interest between our foreign and domestic readers: Whereas both foreign and domestic readers were clearly interested in the same four features, their rankings by interest of the four features differed slightly.

News Topics

Overall interest for both foreign and domestic readers was greatest for the following categories: (1) Methodological Issues, (2) L2 Acquisition in a Natural Setting, and (3) L2 Acquisition and the ESL Classroom. However, there seems to be generally good interest in almost all the news topics.

Geographic Areas of Interest

Overall, the responses to this question indicated most interest in research in the U.S. and in Europe, with lesser but substantial interest in Canada and Latin America. This pattern of interest directly reflects the geographic make-up of the SLANT readership. Furthermore, half of the respondents to this question indicated that the region of most interest to them was their own.

READER ACTIVITY SURVEY

Whereas 76 percent of the readers who responded to the Reader Activity Survey are currently engaged in L2 research, only 36 percent are currently teaching a course in L2 acquisition. Furthermore, quite a few of the respondents (36 percent) are

either writing or have recently written a dissertation or a thesis on L2 acquisition. Seven percent of the respondents edit journals of interest to researchers in L2 acquisition and 10 percent of the institutions represented sponsor or have sponsored conferences of interest to L2 researchers. These results suggest a dynamic, research-oriented readership.

We have compiled a list of research in progress, recent dissertations and theses, and courses currently being taught in L2 acquisition based on your responses to the Reader Activity Survey. We have attempted to be as explicit as possible in including affiliations and addresses rather than publishing our entire mailing list, which seems to be of limited interest to our readers. (In the following sections, the affiliation for a particular individual is generally included only the first time the name appears).

Research in Progress*

- Theoretical Studies

"Aspects of Innate and Dynamic Second Lanugage Learning Ability," Gerald Neufeld, Department of Linguistics, University of Ottawa, Ottawa, CANADA

"Critical Period Theory," R. McCrae Cochrane, Veterans' Administration Center, Temple, Texas 76501, U.S.A.

"Monitor Model/Adult Second Language," Stephen Krashen, Department of Linguistics, University of Southern California, Los Angeles, California 90007, U.S.A.

"Optimal Age," Charles J. Mitchell, Department of Spanish, Italian & Portuguese, University of Illinois, Urbana, Illinois 61801 U.S.A.

- Development of Structure

"Acquisition of Selected Structures in French," G. Richard Tucker, Department of Psychology, McGill University, Montreal, Quebec, CANADA

"Adult Acquisition of Syntactic Structures," Jacquelyn Schachter, ALI, University of Southern California, Los Angeles, California 90046, U.S.A.

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*The research projects in this section have been grouped under major topic headings based on the information available to us.

"On the Acquisition of French de in Junior and Senior School Students," Craig Chaudron, OISE, University of Toronto, Toronto, Ontario, CANADA

"The Order of Acquisition of Brown's Morphemes; The Development of Other Structures," David Turner, University of Texas, Austin, Texas, U.S.A.

"Psycholinguistic Study of Acquisition of Syntactic Structures by Foreign Workers' Children in Germany," Constance Reid, R.D.I., Box 302B, Freehold, New Jersey 07728 U.S.A.

"Semantic Functions of English," G. D. Kennedy, Department of English, University of Wellington, Wellington, NEW ZEALAND

- Learner Variables

"Acquisition of English After Puberty," Mathilda Holzman, Child Study Department, Tufts University, Medford, Massachusetts, U.S.A.

"Age Differences, Individual Differences, Input Variables," C. E. Snow, Institute of General Linguistics, University of Amsterdam, Amsterdam, the NETHERLANDS

"Attitude and Second Lanugage Proficiency," Herbert Pierson, Chung Chi College, Chinese University of Hong Kong, Shatin, N.T., Hong Kong

"Cognitive and Memory Factors," V. J. Cook, N.E. London Polytechnic, London, ENGLAND

"How Children with First Language Disabilities Acquire a Second Language," Maggie Bruck, MCH Learning Center, McGill University, Montreal, Quebec, CANADA

"Self Concept and Oral Production of a Second Language," Adelaide Heyde, Department of Linguistics, University of Michigan, Ann Arbor, Michigan, U.S.A.

"Sources of Individual Differences in Second Language Acquisition," Lily Wong Fillmore, Department of Education, University of California, Berkeley, California 94720, U.S.A.

- Specific Learning Situations

"Acquisition of French by Native Speakers of Spanish, Portugese, and Italian," Mitchell (see above).

"Natural and Monitored Morpheme Difficulty Orders of English by Adult L2 Students," Janet Fuller, Bloomsbury West, 545 Sansome Street, San Francisco, California, U.S.A.

"Informal Second Language / quisition: The Acquisition of German by Adult Workers From Spain, Italy and Portugal," JÜrgen Meisel, FB4, Romanistik, Gesamthochschule, Wuppertal, WEST GERMANY

"Language Acquisition of Adults in Intensive Courses," Margie Sue Berns, Seminar für Didaktik, Universität Giessen, 63 Giessen, WEST GERMANY

"On Teacher Talk in Different ESL Programs," Chaudron (see above).

"On the Learning of Hebrew as a Second Language by Immigrants and by American Students in Israel for Six Months," Andrew Cohen, Centre for Applied Linguistics, Hebrew University, Jerusalem, ISRAEL.

"Relationship of Instruction to Acquisition," Turner (see above).

"Teacher Input in Immersion Classrooms," Bruck (see above).

- Contrastive Analysis and Error Analysis

"Contrastive Linguistics and Error Analysis," Gerhard Nickel, Institut für Linguistik/Anglistik, Stuttgart, WEST GERMANY

"Error Analysis and Japanese Junior High Students," Takayoshi Makino, Department of English, Hokkaido University of Education at Kushiro, Hokkaido, JAPAN

"Error Treatment and Error Tolerance," Judith Chun, Department of English, San Francisco State University, San Francisco, California, U.S.A.

"Intelligibility of Deviant English Utterances Produced by Swedish Fourteen-Year-Olds," Margareta Olsson, School of Education, University English Institute, Fack, 431 20 Mölndal, SWEDEN

"Teacher Responses to Errors Made by First Grade ESL Students in Bilingual Programs," Nancy Johnson, University of Texas, Austin, Texas, U.S.A.

"Theory of Contrastive Linguistics," Stig Eliasson, Department of Linguistics, Uppsala University, Box 513, S-75120, Uppsala, SWEDEN

- Tests and Measures

"Constructing an Index of Development," Diane Larsen-Freeman, English Department (ESL), University of California, Los Angeles, California 90024, U.S.A.

"Speech Compression as a Technique for Assessing Psycholinguistic Abilities in Comprehending Second Language," Neufeld (see above).

"Vocabulary Acquisition and Testing," M. A. Klingensmith, ELI, University of Pittsburgh, Pittsburgh, Pennsylvania, U.S.A.

- Specific Skill Areas

"Comprehension of Natural Speech," Terence Quinn, Horwood Language Centre, University of Melbourne, Victoria 3052, AUSTRALIA

"Comprehension of Spoken French," Laura Heilenman, Department of Modern Languages, University of Louisville, Louisville, Kentucky 40207 U.S.A.

"Reading Skills Among Limited English Speaking Students," Vicki Gunther, Department of Educational Administration, Northwestern University, Evanston, Illinois, U.S.A.

"Psychology of Second Language Comprehension and Production Processes (Reading Fluency)," J. M. Ulijn, Department of Applied Linguistics, Eindhoven University of Technology, Eindhoven, the NETHERLANDS

Dissertations and Theses

"Acquisition of Reading Skills Among Limited English Speaking Elementary School Students," Vicki Gunther, Ph.D. Dissertation, Department of Educational Administration, Northwestern University (in progress).

"The Acquisition of Syntactic Structures by Learners of German as a Second Language in a Bilingual Environment in Germany: A Comparison of Italian and Turkish Children," Constance Reid, Ph.D. Dissertation, Department of Germanic Languages, Indiana University.

"Doing What Comes Naturally: Second Language Acquisition in a Natural Setting," Judith Chun, Ph.D. Dissertation, Department of Education, Stanford University (in progress).

"The Effect of Rate and Structure on the Processing of Spoken French by Third-Semester College Students," Laura K. Heilenman, Ph.D. Dissertation, University of Louisville.

"Error Analysis of Cantonese Speaking Students," Dr. Herbert D. Pierson, Ph.D. Dissertation, School of Education, SUNY-ALBANY, Albany, New York.

"Error Analysis of Japanese Junior High Students' English" Takayoshi Makino, Ph. D. Dissertation, Department of Educational Foundations, University of New Mexico, Albuquerque, New Mexico.

"French as a Foreign Language in Engineering Education, An Experimental Investigation in Reading Comprehension," J.M. Ulijn, Ph.D. Dissertation, Department of Psychology, University of Nijmegen, Nijmegen, the NETHERLANDS.

"The Importance and Context of Oral Error Correction in the Second Language Acquisition," Chaudron, Ph.D. Qualifying Paper, University of Toronto, Toronto, CANADA.

"Intelligibility--An Evaluation of Some Features of English Produced by Swedish 14-Year-Olds," Margareta Olsson, Ph.D. Dissertation, Department of English, University of Gothenburg, SWEDEN.

"Requirements and Conditions Necessary and Pre-requisites for Acting (Handling) in a Foreign Language," Margie Sue Berns, Ph.D. Dissertation, Universität Giessen, WEST GERMANY

"The Role of Self-Concept in the Fossilization of Forms in the Oral Production of a Second Language," Adelaide W. Heyde, Ph.D. Dissertation, University of Michigan.

"Simultaneous Acquisition of Two Native Languages," Charles J. Mitchell, M.A. Thesis, University of Pittsburgh.

"Speaking Louder Doesn't Help: The Linguistic Environment," Barbvar Freed, Ph.D. Dissertation, University of Pennsylvania (in progress).

"Teachers' Responses to ESL Students Errors," Nancy K. Johnson, Ph.D. Dissertation, University of Texas, Austin, Texas (in progress).

On Vocabulary, M.A. Klingensmith, M.A. Thesis, Department of Linguistics, University of Pittsburgh (in progress).

"A Case Grammar Analysis of Certain Aspects of the Acquisition of English Syntax by Two Native Speakers of Persian," Sayed Hashemeyan, Ph.D. Dissertation, Department of English Education, Indiana University, Bloomington campus.

Courses Taught

- Psycholinguistics

Psycholinguistic perspectives on first and second language learning--Cohen

Social and psychological factors in second language learning--Neufeld

Psycholinguistic aspects of L2 acquisition of French--Ulijn

General Psycholinguistics--Krashen

Seminar in Psycholinguistics--Chun

- Language Acquisition and Language Learning

The adult second language learner--Cohen

Bilingualism and education--Fillmore

Second language acquisition--Larsen-Freeman

Language acquisition and language learning--Krashen

Second language acquisition--Neufeld

Language learning processes--Kennedy

Second language acquisition--Snow

- Applied Linguistics, Testing, Methods

Contrastive linguistics, error analysis, language testing--Nickel

Researching the process of second language acquisition (seminar)--Cohen

Methods of teaching foreign language--Freed

Beginning laboratory, advanced writing--Klingensmith

Teacher training for graduate students--Olsson

Contrastive linguistics and error analysis--Eliasson

Introduction to applied linguistics--Suzette Elgin, Department of Linguistics, San Diego State University, San Diego, California 92182, U.S.A.

Advanced reading and writing--Linda Quist, IELI, Seattle Pacific University, Seattle, Washington, U.S.A.

Journals and Conferences

Most of our readers seem to be familiar with the same set of journals, professional organizations, and conferences. Thus, instead of furnishing a list of those items here, we have included in the announcement section any new publications,

publications actively seeking manuscripts, new professional organizations, and upcoming conferences. We hope you will continue to send us news of journals you edit, announcements of conferences held at your institutions or sponsored by organizations in which you are active, and reports on conferences which you have attended.

▷ Call for Research Resumes

Since the Reader Interest Survey results seem to point to a high degree of interest in research in progress, we would like to extend to our readers an invitation to submit resumes of research in progress for publication in the Fall issue of SLANT (see resume form at end of issue). The deadline for submission of research resumes is September 1, 1978. We hope you will respond by sharing news of your research with other readers. We'll be counting on your participation.

▷ SLANT Information Sheet

Tell a friend about SLANT! Please detach the information sheet at the end of the issue and post it in your institution, give it to a colleague who might be interested in SLANT, or print it in a publication you edit.

▷ ADDITION TO SLANT VII:

"Is Textbook English English?" Abstract of research in progress on language pedagogy in France, p. 38, SLANT VII, should include the names of two additional researchers: Mary Rosselin (University of Paris XIII) and Nicole Vogouroux (University of Paris V).

SECOND LANGUAGE LEARNING AND TEACHING IN THE BENELUX

by Catherine Snow, Peter Muysken, and Irene Vogel, University of Amsterdam, NETHERLANDS

The following survey of research and training programs in second language learning in the 'Benelux' (Belgium, Netherlands, Luxemburg) is by no means complete. For Luxemburg, no entries at all are given, and for Belgium, only a few. The documentation for the Netherlands is a bit more extensive. The survey is organized in the following way:

(1) a survey of some of the ongoing or recently completed research projects;

(2) a bibliography of some recent publications on second language learning and teaching; we have tried to include the items that would be of maximum interest to non-Dutch readers;

(3) a listing of bibliographical materials, specialized periodicals, organizations, and other sources for more detailed information;

(4) a list of recent and planned conferences in the field;

5) a list of addresses of the principle departments and other institutions where research is going on.

ONGOING RESEARCH

The descriptions of ongoing and recently completed research projects include the name of the principle investigator or contact-person for the project, with a short address for him or her (for complete addresses, see the address list at the end), a title, mention of special character of the project (e.g., that it is a dissertation research project, or an interuniversity project), then a short abstract. At the end of the abstract we have included numbers which refer to entries in the PUBLICATION LIST. These include publications which have already resulted from the project in question or related publications by the principle investigator.

- R. APPEL (Developmental Psychology, Utrecht)

"Second Language Acquisition of Turkish and Moroccan Children in Dutch Primary Schools" (September 1977 - September 1980)

1. We will compare the effects on second-language acquisition of three educational models for migrant workers' children:

(a) Turkish and Moroccan children during two years in a Turkish, resp. Moroccan class within a Dutch school (extra lessons in Dutch);

(b) Turkish and Moroccan children in Dutch classes (extra lessons in Dutch and lessons in own language and culture);

(c) Turkish and Moroccan children in Dutch classes.

2. Comparison of the acquisition of Dutch by Turkish and Moroccan children and the acquisition of Dutch as a first language.

• L. VAN BUUREN (English U.v.A, Amsterdam)

"English for Dutch-Speakers"

Current research on all aspects of English phonetics, phology (including semantics of pitch and rhythmic patterns). Contrastive research on Dutch, in connection with problem-areas for Dutch speaker. General phonetics. Cyclostyled handouts available.

• S. A. CERRI (Italian U.v.A, Amsterdam)

"Informatics for the Definition and Control of 2nd Language Learning and Teaching"

Development of a modular, operative method which can be used to design and test teaching material. Immediate concrete application; teaching Italian lexicon to Dutch university students.

• M. DEBROCK (Applied Linguistics, Leuven)

"Contrastive Analysis of French/Dutch Vowels and Consonants"

• L. K. ENGELS (Applied Linguistics, Leuven)

"Teaching English at University Level"

Tests on data-banks; APL-terminals and self-instructional strategies for word mastery, spelling improvement and grammatical tests. (4,6)

• L. K. ENGELS (Applied Linguistics, Leuven)

"Pedagogical Grammar"

A pedagogical grammar with iconic rule representation, operating for both inducive concept making and language production. (7)

• L. K. ENGELS, A KEULEERS, M. DEBROCK

"Foreign Language Teaching Methodology: Interdisciplinary Research"

The project includes the following sub-projects dealing directly with foreign language teaching or concerned with it as pre-methodological research: bibliography of the language laboratory and the building up of a language teacher training library; phonetic research on prosodic phenoma; attempts at the application of recent linguistic theories to foreign language teaching; and foreign language teaching to adults, applied to English and other languages.

• G. EXTRA (Applied Linguistics, Nijmegen)

"Foreigners' Dutch: Psycholinguistic Aspects of Foreign Language Acquisition"

Dissertation research project. The project consists of two parts:

(a) a comparison between the acquisition behavior expected on the basis of audiovisual learning principles and the actual learning behavior of 20 adults studying Dutch as a second language using an audiovisual course. Relationships between acquisition behavior and the attitudes of the learners to the course will also be studied;

(b) a description of the acquisition of morphology by L1 Dutch speakers and by Turkish and Moroccan speakers of Dutch as L2. The order of development of various morphological categories will be studied in both groups.

• M. GOETHALS (Applied Linguistics, Leuven)

"Creative Language Learning and Teaching"

Doctoral dissertation.

• G. J. HARTMAN, T. GREIDANUS, M. SCHELLART-HUIZINGA, J. JULSTIJN (Applied Linguistics V.U., Amsterdam)

"Why Second Language Acquisition is Different From First Language Acquisition"

The structure of vocabulary was compared in two groups: Dutch school children who were just starting to learn

English, and a matched group of Dutch-English bilinguals. Report will soon be available.

- J. H. HULSTIJN (Applied Linguistics V.U., Amsterdam)

"Dutch of Foreigners"

Type of research: case studies. Objectives: a description of the acquisition order of certain syntactic and pragmatic phenomena of the Dutch language in the interlanguage competence of adult non-native speakers, resp. the determination of the degree of difficulty of these phenomena, based on error analysis. Subjects vary according to mother tongue, education and learning in (in)formal setting.

- A. JAMES (English U.v.A., Amsterdam)

"Voice Quality and Articulatory Basis in the Learning of English as a Foreign Language"

On the basis of a contrastive description of the phonatory and articulatory postures of Dutch and English, an investigation is being made into how the L2 learner goes about acquiring these features of the target 'tone of voice.' Particular attention is paid to the interdependence of voice quality and articulatory basis and other segmental and non-segmental features of speech. Work has concentrated so far on university-level learners, but at a later stage it is hoped to extend the analysis to a longitudinal study of school learners. Preliminary analyses already contain major implications for the teaching of FL pronunciation.

- A. JANSSEN-VAN DIETEN, W. GEURTSEN, T. HERMANS, A WUBBEN-DAMEN (Applied Linguistics, Nijmegen)

"Development of a Diagnostic Test for Ability in Dutch, to be Used With Immigrant Children Aged 12-16 Years"

- P. JORDENS (German, Nijmegen)

"Grammatische Intuitionen, Regeln und Strategieen im Fremdsprachenerwerb" ("Grammatical Intuitions, Rules, and Strategies in Second Language Acquisition")

Dissertation research project. On the basis of the acquisition of German, three areas are investigated:

(1) the application of specific strategies which are specific to the situation of using the second language (simplification, avoidance, transfer, generalization);

(2) the errors made on a lower level of consciousness, explicable in terms of the L1 use model;

(3) regularities in the development of an 'interlanguage' system. (13,14)

• J. JORY, S. MACHIN, L. SAVAGE (English U.v.A., Amsterdam)

"Error Analysis of 1st Year Students' Spoken English"

As a product of a large body of noted error from the free speech of Dutch first-year university students over the past five years, we have compiled a "first-aid" document comprising about 400 of the commonest of these errors and suggestions for their correction. Most items are purely lexical (e.g. brutaal X = 'brutal', but = 'cheeky, impertinent, imprudent', ('fresh' - US)), though some attempt is made to deal with situational problems--how to apoligize; warnings about use of 'sir'; a few phrases ('shut up' rather than 'hold your tongue', never 'hold your head'); etc. Revision in progress.

• E. KELLER (English, Nijmegen)

"Transfer as a Strategy"

Investigations into the whys and wherefores of transfer in second language learning, and into the way learners use intuitions about their own language to project onto the TL, leading to non-transfer as well as transfer. (16, 17, 18)

• W. KNIBBELER (Applied Linguistics, Nijmegen)

"Testing Productive Ability"

A detailed method of reliably testing speech ability in a second language has been worked out, and compared to the results of a global evaluation. (22,23)

• W. KNIBBELER (Applied Linguistics, Nijmegen)

"Testing the Interlanguage Hypothesis"

A corpus of French utterances from native Dutch speakers was analysed to see whether the systematicity predicted by the interlanguage hypothesis for each second language speaker at each point could be discovered. The results did not support the interlanguage hypothesis. (25)

- W. KNIBBELER (Applied Linguistics, Nijmegen)

"Evaluation of a Multimedium Course in French"

Testing of the effects of an audio-visual television course 'En Francais' on the productive and receptive abilities of adults. Significant improvement was found. Relationship to personality variables also studied. (19)

- J. P. MENTING (Applied Linguistics, Groningen)

"History of Vocabulary Selection in Second Language Training Materials"

Focus on the twentieth century, attention to statistical techniques, sociolinguistic aspects, levels of fluency. (27)

- P. C. MUYSKEN (linguistics, U.v.A., Amsterdam)

"Interference and Word Order: The Dutch of Foreign Workers (1978-1979)"

The position of the verb in the Dutch of Turkish (SOV) and Moroccan (SVO) foreign workers is studied in order to be able to constrain the notion of interference as much as possible.

- J. PANKHURST et al. (English, Utrecht)

"Dutch Universities' Contrastive Handbook of English Syntax and Semantics (Preliminary)"

Long-term co-project of the English Departments of Amsterdam (GU), Utrecht, Nijmegen Universities.

"A pedagogically useful contrastive grammar of English--which in the long term will hopefully provide a description of English in a systematic framework, with consistent reference to Dutch."

- J. POHL (Faculty of letters, Brussels Free University)

"Language Contact and Interference Between French and Other Languages (Portuguese, Various African Languages)"

- M. SHARWOOD SMITH (English, Utrecht)

"Dutch-Polish Interlanguage Project" (continues)

Long-term, interdisciplinary, international project. A project aimed at discovering regularities in second language learning, similarities between first and second language learning, the effect of first language, and the effect of pedagogical presentation.

- C. E. SNOW (Linguistics, U.v.A., Amsterdam)

"The Role of Linguistic Interaction in Second Language Acquisition"

Analysis of the language addressed to second language learners by teachers and classmates, and the relationship of the kind and amount of linguistic input to the speed of second language acquisition. (31)

- J. M. ULIJN (Applied Linguistics, Eindhoven)

"French as a Foreign Language in Engineering Education--An Investigation Into Reading Comprehension"

Doctoral dissertation. (32,33,36)

- JOHAN M. WIJNSTRA (Educational Advisory Board, Heerlen)

"Evaluation of Educational Programs for Foreign Children" (39)

- J. WILMOTS (Applied Linguistics, Leuven)

"Fehlrealisierungen von Determinantenmorphemen vor Maskulinen Substantiven im Nominativ, BZW. Akkusativ" ("Error Productions of Determinant Morphemes of Masculine Nouns in the Nominative CQ. Accusative).

Doctoral dissertation.

▷ PUBLICATION LIST

Aarts, J.M.G.A. & van Os, C.H. Rapport van het onderzoek betreffende omvang en samenstelling van een corpus geschreven en gesproken engels, frans, duits (Report on research concerning the size and composition of a corpus spoken and written English, French, German). 1973. Available from the authors.

De Bleser, R. A new theory on Adult Foreign Language Students: LADS versus LASSES. Doctoral dissertation, K. U. Leuven, 1977.

Engels, L. K. Experimenten over v-t-onderwijs in kleinere taalgemeenschappen van Europa (Experiments on foreign-language teaching in smaller language communities in Europe). Proceedings of the 34th Dutch Philology Congress, Amsterdam, 1976.

Engels, L. K. Software Probleme im Sprachlabor. ITL, 1976, 34, 45-72.

Engels, L. K. The complexity of cognitive learning processes for foreign languages. In C. Gutknecht (ed.), Grundbegriffe und Hauptströmungen der Linguistik. Hamburg, Hoffman & Campe, 1977.

Engels, L. K. De evaluatie van de beheersing van een Engels Vocabulaire op universitair niveau (anglisten) (Evaluation of control of an English vocabulary at university level). In J. Nivette (ed.), Het evalueren van talenkennis (Evaluating linguistic knowledge). Brussels, 1977.

Engels, L. K. Pedagogical Grammar. Preprint No. 20, Trier. LAUT, 1977.

Extra, G. Acquisition in a fully individualized learning situation. In G. Nickel (ed.), Proceedings of the 4th International Congress of Applied Linguistics, Vol. 3, Stuttgart, 1976.

Filipiak, P. H. Het kommunikatieve aspekt in het taalonderwijs voor buitenlandse kinderen (The communicative aspect in language teaching for immigrant children). M.A. Thesis. Institute for Education, Katholieke Universiteit, Nijmegen.

Frissen, C. & Maas, M. Nederlands bij Turkse kinderen (Turkish children's Dutch). M.A. Thesis, Institute for Applied Linguistics, Katholieke Universiteit, Nijmegen.

Janssen-Van Dieten, A. M. Het ontwikkelen van een diagnostische toets Nederlands voor anderstalige leerlingen in international schakelklassen (Developing a diagnostic test of Dutch language ability for foreign students in special classes for immigrants). In J. Matter (ed.), Toegepaste Taalwetenschap in Artikelen 2, Amsterdam, 1977.

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▷ SOURCE MATERIALS

In this section we attempt to give a listing of some Dutch source materials on second language learning and teaching. The standard textbook on applied linguistics in Holland is:

> Van Els, T., Extra, G., van Os, C. & Bongaerts, T. Handbook voor de Toegepaste Taalkunde: Het leren en onderwijzen van moderne vreemde talen (Sourcebook for applied linguistics: Learning and teaching the modern foreign languages). Wolters-Noordhoff, Groningen, 1977.

In addition, a general survey of research in Holland, which includes a section on applied linguistics, is published yearly by the Netherlands Organization for the Advancement of Pure Research (Z.W.O.), entitled Current Research in the Netherlands: Humanities 1977 (The Hague, 1977). This is available from Z.W.O. (Postbus 2138, The Hague). Furthermore, the section 'Second Language Learning' of the ANELA (Dutch Association of Applied Linguistics) is carrying on a survey of research in the field among its members. Further information about the results of that survey can be obtained from Jan Hulstijn (Applied Linguistics, VU, Amsterdam). The English Department at the University of Utrecht puts out the Interlanguage Studies Bulletin, in which English-language articles relevant to the interlanguage hypothesis are published. It can be ordered from James Pankhurst or Michael Sharwood Smith (Instituut voor Engelse Taalen Letterkunde, Oudenoord 6, Utrecht, The Netherlands). Another source of information concerning the research activities of Dutch and Belgian second-language researchers is the series of books produced by the ANELA, based on their regular conferences. The following are now available:

- Matter, J. F. (ed.). Toegepaste Taalwetenschap in Artikelen 1 (Applied Linguistics in Articles 1): Proceedings of the Joint ANELA-ABLA Conference, November 1976, Tilburg.

- Matter, J. F. (ed.). Toegepaste Taalwetenschap in Artikelen 2 Proceedings of the ANELA Conference, March 1977, Wageningen.

- Matter, J. F. Toegepaste Taalwetenschap in Artikelen 3 Leerplan ontwikkeling voor de moderne vreemde talen (Curriculum development for modern foreign language teaching). Proceedings of the ANELA Conference, November, 1977, Nijmegen.

All these books contain some articles in French, English or German, as well as English summaries of the Dutch articles. More information about obtaining the books is available from Drs. F. M. Defesche, Centrum voor Taalonderwijs, Landbouwhogeschool, Stadsbrink 389, Wageningen, The Netherlands.

▷ CONFERENCES

The ANELA (Dutch Association for Applied Linguistics, a charter member of the AILA), organizes a yearly one-day meeting for its own members, and a yearly joint meeting with the ABLA (the Belgian sister organization). The papers presented at the more recent past conferences have been published in Proceedings, and are listed under SOURCE MATERIALS (Toegepaste Taalwetenschap in Artikelen 1, 2, and 3). The program for the next meeting (to be held on April 8, 1978, at the Free University, Amsterdam) includes the following papers of interest to SLANT readers:

- G. J. Hartman, Why second language acquisition is different from first language acquisition: The construction of a vocabulary in second language acquisition.

- J. Hulstijn, Methodological and practical difficulties in research on the acquisition of Dutch by foreign adults.

- W. Knibbeler, Autonomous learning of foreign languages by adults in Holland: A Unesco research project.

- P. Muysken et al., Dutch spoken to foreigners.

Addresses for these speakers are given in the ONGOING RESEARCH section.

▷ ADDRESS LIST

Department of Applied Linguistics,
Vrije Universiteit,
De Boelelaan 1105,
AMSTERDAM - NETHERLANDS

Department of Applied Linguistics,
Technische Hogeschool Eindhoven,
Insulindelaan 2,
EINDHOVEN - NETHERLANDS

Department of Applied Linguistics,
Rijksuniversiteit Groningen,
Grote Rozenstraat 31
GRONINGEN - NETHERLANDS

Department of Applied Linguistics
Katholieke Universiteit Leuven,
Blijde-Inkomststraat 21
3000 LEUVEN - BELGIUM

Department of Applied Linguistics
Katholieke Universiteit Nijmegen,
Erasmuslaan 40
NIJMEGEN - NETHERLANDS

Faculté de Philosophie et lettres,
Université libre de Bruxelles,
Avenue F. D. Roosevelt, 50
BRUXELLES - BELGIUM

German Department,
Katholieke Universiteit Nijmegen,
Erasmuslaan 40,
NIJMEGEN - NETHERLANDS

Italian Department,
Universiteit van Amsterdam,
Singel 132,
AMSTERDAM - NETHERLANDS

Institute for General Linguistics
Universiteit van Amsterdam,
Spuistraat 210
AMSTERDAM - NETHERLANDS

Institute for Developmental Psychology,
Bijlhouwerstraat 6
UTRECHT - NETHERLANDS

Educational Advisory Board
Bekkerveld 1
HEERLEN - NETHERLANDS

English Department,
Universiteit van Amsterdam,
Spuistraat 210
AMSTERDAM - NETHERLANDS

English Department,
Katholieke Universiteit Nijmegen,
Erasmuslaan 40,
NIJMEGEN - NETHERLANDS

English Department
Rijksuniversiteit Utrecht,
Oudenoord 6
UTRECHT - NETHERLANDS

L2 RESEARCH ACTIVITIES IN GERMANY by Henning Wode, University of Kiel, GERMANY

OVERVIEW: TYPES OF L2 RESEARCH IN GERMANY

Ongoing research on L2 acquisition and bilingualism in Germany can roughly be grouped into four major areas of interest:

(1) Foreign language teaching: Activities are going on at many places. The major languages are English and French, with research on German as a second language barely beyond the point of getting started. There is a wide range of issues and a large variety of diverging approaches ranging from error analysis and contrastive analysis to approaches centering on communicative competence, pragmatics, affective variables, as well as attempts to analyze the L2 input (curricular analysis) or to look at the whole of the classroom activities in terms of a highly complex type of not only verbal interaction.

(2) "Gastarbeiterdeutsch" (the L2 acquisition of German by migrant workers from various countries): Primarily involved are Portuguese, Spanish, Italian, Turkish, Serbo-Croatian. So far, this research has focused on adult L2 bilingualism. Projects currently under way include those at the universities of Heidelberg, Wuppertal, Essen, Berlin.

(3) Naturalistic (untutored L2 acquisition by monolingual children): This research has largely been centered at the University of Kiel, and with some research in progress at the University of Konstanz.

(4) Naturalistic L2 acquisition by children who are already bilingual: There are two projects, one at Hamburg by Els Oksaar and her associates and involving L2 German based on L1 Swedish plus L1 Estonian; the other at Kiel involving L2 French and L1 German plus L1 Hungarian.

This review centers on point (3). I shall summarize the research done by our group at Kiel University* since I have not had any detailed reports on the Konstanz Project yet. However, complete addresses for researchers mentioned above may be found on page 28.

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*Our group has, at one time or another, included: H. Wode, S. Felix, D. Lange, J. Bahns, D. Ufert, H. Burmeister, W. Praus, and others. Progress reports are issued, free of charge, at irregular intervals.

THE KIEL PROJECT

Goals, Issues, Background

The research for the Kiel Project began in the late '60s. Our aim then was: (a) to extend Jakobson beyond phonology; (b) to determine how universal acquisitional universals were; and (c) to look at acquisitional data from a linguistic point of view to see what evidence they might yield to establish in detail those processes and abilities which allow the human brain to process language data for the purpose of language acquisition.

Preliminaries

Two aspects are specific for our work at Kiel: (a) the integrated approach to include all types of language acquisition; and (b) the emphasis on linguistic structures. Socio-pragmatic variables, affective variables, age, monitoring, and the morpheme order approach have been less central for us.

Research Design

(a) Differentiation of acquisitional types as to:

(1) chronological sequence in which the languages are acquired: L1 acquisition, L2 acquisition, etc.

(2) number of languages acquired: monolingualism, bilingualism, etc.

(3) application vs. non-application of formal (school room) instruction: naturalistic vs. tutored acquisition

(4) normal vs. pathological conditions of acquisition, etc.

(b) Choice of two languages: German, English

(c) Selection of a few structural areas to keep the job manageable: negation, interrogation, phonology, inflections

(d) Comparison of the acquisition of these structural areas across the acquisitional types above

Available Data

(a) L1 German (4 children)

(b) naturalistic L2 English acquired by children with German as L1 (4 children, same as above)

(c) naturalistic L2 German acquired by children with English as L1 (4 children)

(d) tutored L2 English acquired by/taught to German students (34 students aged 10-11)

(e) naturalistic re-learning of L2 English by children with German as L1 -- that is, they had previously acquired English naturalistically and forgotten it afterwards (same as (a) and (b)).

Subjects

The project was designed around the four children referred to in (a), (b), and (e) above. They were our informants for L1 German, L2 English/L1 German, and re-learning of L2 English/L1 German. The data on L2 German/L1 English were collected from American, Australian, and British children, whose parents had moved to the Kiel vicinity. The data on tutored L2 English/ L1 German were gathered from a class of high school students who were in their first year of English.

Data Collection Procedures

They are basically the same for all the types above. For the data types (a), (b), (d), and (e), we have daily records; for the data type (c) we had to use intervals--none, however, exceeding more than three days. We rely primarily on spontaneous, i.e. non-elicited material, though elicited material is available for the data types (b) and (e). The data for (d) were collected in such a way that two to three investigators sat in on every class taught during an eight-month period starting with the first period of English these children had.

Results

Our primary focus of interest so far has been naturalistic L2 acquisition for several reasons. On the one hand, L2 acquisition complements L1 acquisition in that L2 data show which and to which extent L1 acquisitional regularities are carried over/ reactivated for L2 acquisition. Furthermore, naturalistic L2 acquisition is crucial for foreign language teaching in that a comparison between these two types reveals to what extent naturalistic (L1 and) L2 acquisitional regularities can be manipulated via teaching methods. And third, we think that the true effect of teaching methods can only be determined if they are also related to what the student achieves on account of the natural abilities he brings to the task of being taught a language. From this point of view the main results are:

1. Experimental vs. Spontaneous Data

Elicited data differ drastically from spontaneous data. Some of the more drastic differences are: (a) use of structures outgrown in the spontaneous development by several stages; (b) no utterance types that are to become productive in spontaneous usage later on; (c) drastically higher incidence of interference.

2. Decomposition of Target Structures

Target structures, whether L1 or L2, are not necessarily acquired as wholes. Complex structural areas like interrogation, are at first decomposed into various elements which are later on, step by step, re-integrated into the target structure. The acquisitional types differ as to the degree of decomposition: It is highest for L1, less for naturalistic L2, and even less for foreign language teaching.

3. Developmental Sequences

Naturalistic types of acquisition, in contrast to the tutored type, are marked by a much stricter chronological order in which the elements of a structural paradigm (for instance, the interrogative pronouns), or a particular structure or structural area (for instance, negation, the vowel system), are acquired.*

4. Child-Individual Variation

Little is known about child-individual variations within the developmental sequences in terms of structures that children use. Our data strongly suggest that there may be variation for all acquisitional types. Some utterance types recur with all our informants at comparable points in their developmental sequences; other types are limited to some children. The range of individual variation may be limited relative to the acquisitional type(s). If so, the range of variability must be predicted by a theory of language acquisition.

5. L1 ≠ L2

In terms of observable utterances, there are some that parallel those from L1; other utterance types have so far only been observed for L2. Moreover, some of those types specific for L2 vary as a function of the L1 acquired previously. This applies to all structural areas that we have examined so far.

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*It is important to note that the notion of developmental sequence as employed in our studies differs from the familiar concept of morpheme order (or order of acquisition). The latter refers to the chronology of target-like mastery of several structural items, whereas the notion of developmental sequence also includes pre-target-like regularities.

6. Reliance on L1

Reliance on L1 is not random, but systematic. It is part and parcel of the process of L2 acquisition. Children draw on their L1 only at specific points in their L2 developments. Crucial prerequisites within the L2 development of the child have to be met before reliance on L1 can take place at all. Moreover, our data suggest that once these prerequisites have been met, the children draw on their L1, probably due to the pressure exerted by those natural processes which enable man to acquire a language.

7. Naturalistic L2 vs. Foreign Language Teaching (FLT)

The situation in a non-English speaking country, like Germany, allows for a fairly unambiguous separation of acquisitional types. A child in Germany is, in general, not exposed to English outside the classroom. Consequently, whatever his achievements in English, their source must be the classroom activities. It is these situations that are likely to be most helpful to determine the differences, if any, between naturalistic vs. tutored L2.

The most striking difference has already been briefly alluded to in connection with the nature of developmental sequences. The order of developmental stages in tutored L2 acquisition is far less strict than in naturalistic L2. In general, the FLT data look very similar to the experimental data elicited from our informants for naturalistic L2. That is, the major highlights recur: The range of different utterance types produced during a given time span is much greater than in naturalistic L2. This range of variations, even at a fairly advanced stage, also includes the use of very simple structures, i.e. such as are characteristic of the early stages of naturalistic L2 acquisition. They tend to occur along with amazingly complex, perhaps even target-like types. Lastly, the incidence of interference is much higher in FLT than in naturalistic L2. On the other hand, the above differences aside, it can be said that the utterance types, in particular the error types, are much the same for naturalistic L2 and FLT.

Two conclusions, I think, can be drawn from this. First, the teaching situation itself is a variable, much like the experimental situations, in contrast with spontaneous situations proper. Second, it seems that in classrooms as well as in experiments the child/student may rely on different strategies for handling the task than in naturalistic situations proper.

8. Universals

In general, our results are that some acquisitional pecularities are restricted to individual acquisitional types, others apply to several types, and still others have been found across all the acquisitional types so far examined. The important point

about the latter is that they do so inspite of different settings, and inspite of the fact that the teaching was expressly designed to counteract them. I shall give one brief example. The universal relates to free vs. bound forms such as English have: -'ve, will: -'ll, or no/not: -n't. Universal: Free forms are acquired before bound forms.

Recall that the Harvard (L1) children used will long before -'ll, although their parents hardly ever employed anything but -'ll. The same happened with our untutored L2 English informants. If this universal is to hold for FLT as well, one would expect students to produce have, has before -'ve, -'s. Furthermore, if such universals cannot be manipulated freely via teaching, students should produce the free (full) forms even in situations where the exercise was designed to teach -'ve, -'s. This is exactly what we observed.

It seems clear from such data that it is rewarding to look at universals from a more comprehensive point of view, i.e. by tracing them across acquisitional types, and by also inquiring into their manipulability.

Conclusions

The conclusion I would like to draw from our work is, primarily, that though detailed studies on individual acquisitional types are indispensable, including L2, the respective insights have to be placed within a perspective that includes other/all acquisitional types, for example, foreign language teaching. Though we are all looking at L2, we are looking at different aspects of it. What has not been attempted/achieved yet is to integrate approaches into a coherent theory.

Publications List (Kiel Project)

Wode, H., Developmental Sequences in Naturalistic L2 Acquisition. Working Papers on Bilingualism 11, 1976, 1-31. Repr. E. Hatch (ed.), Second Language Acquisition, A Book of Readings.

Wode, H., Four Early Stages in the Development of L1 Negation. Journal of Child Language 4, 1977, 87-102.

Wode, H., The L2 Acquisition of /r/. Phonetica 34, 1977, 200-217.

Wode, H., The Beginnings of Non-Schoolroom L2 Phonological Acquisition, 1978 (in progress).

Wode, H., On the Systematicity of L1 Transfer in L2 Acquisition. In: Henning, C., (ed.), Proceedings of the 1977 Los Angeles Second Language Research Forum UCLA.

Wode, H., The L1 vs. L2 Acquisition of English Interrogation. Working Papers on Bilingualism 15, 1978 (in progress).

Felix, S., Wh-Pronouns in First and Second Language Acquisition. Linguistische Berichte 44, 1976, 52-64.

Felix, S., Repetitive Orders of Acquisition in Child Language. Lingua 41, 1977, 25-51.

Felix, S., Interference, Interlanguage, and Related Issues. In: Molony, C. & Zobl, H. & Stolting, W. (eds.), 1977, Deutsch im Kontakt mit anderen Sprachen. Kronberg: Scriptor, 237-258.

Felix, S., Naturlicher Zweitsprachenerwerb: Eine linguistische Untersuchung. München: Fink Verlag, 1978.

Address List

- Foreign Language Teaching:

Prof. Dr. K. R. Bausch
Seminar für Sprachlehrforschung
Ruhr-Universität Bochum
Postfach 10 21 48
D-4630 Bochum

Prof. H. E. Piepho
Didaktik des Englischen
Universität Giessen
6300 Giessen

Prof. Dr. H. J. Krumm
Zentrales Fremdspracheninstitut
der Universität Hamburg
von-Melle-Park 5
2000 Hamburg 13

Prof. Dr. G. Wienold
Fachbereich Sprachwissenschaft
Universität Konstanz
7750 Konstanz

- Gastarbeiterdeutsch:

Dr. Norbert Dittmar
Germanistisches Seminar
der Universität Heidelberg
Postfach 105 760
6900 Heidelberg 1

Prof. Dr. J. Meisel
Sprach- und Literaturwissenschaften
Gesamthochschule Wuppertal
Postfach 10 01 27
5600 Wuppertal 1

- Naturalistic L2 Acquisition:

Prof. Dr. Els Oksaar
Seminar für Allgemeine und Vergleichende Sprachwissenschaften
der Universität Hamburg
von-Melle-Park 6
2000 Hamburg 13

Prof. Dr. H. Wode or
Dr. S. Felix
Englisches Seminar der
Universität Kiel
Olshausenstr. 40-60
D-2300 Kiel

CONFERENCE REPORTS

1977 ACTFL/AATG Convention (by Ann K. Fathman)

"The Language Connection from Classroom to World" was the theme of the ACTFL (American Council on the Teaching of Foreign Languages)/AATG (American Association of Teachers of German) Joint Annual Meeting held in San Francisco in November, 1977. The workshops and papers covered all aspects of second language learning and teaching. A large number of presentations dealt with methods related to the teaching of specific languages, but, in spite of the many languages, there were a number of recurring themes such as: error analysis, a natural approach to teaching, strategies of learning, developing communication skills, and creating a meaningful classroom environment. There were also a number of presentations devoted to general second language issues, but these papers also focused primarily on the practical applications of theory and research results. In two sessions, "Research in Language Learning and Language Teaching" and "Language Testing: Current Research", second language acquisition research results were presented and implications for teaching and testing were suggested.

1. The papers in the session "Research in Language Learning and Language Teaching", chaired by Albert Valdman (Indiana University, Bloomington), were presented by Janet King Swaffar and Margaret Starcke Woodruff (University of Texas, Austin), Robert L. Politzer (Stanford University), John H. Schumann (University of California, Los Angeles), Sally Sieloff Magnan and Albert Valdman (Indiana University, Bloomington).

   Swaffar and Woodruff, in "Reading for Meaning: Decoding Strategies for Second Language Learning", discussed decoding

strategies used by second language readers such as semantic and grammatical classification, ordering of events, cognate and loan word recognition. They suggested that these strategies should be reflected in the teaching of reading skills. They discussed how students might be trained to use inferential, evaluative and critical reasoning to improve reading comprehension skills. They illustrated this method through the use of video-tapes and sample German and Spanish materials.

Politzer presented data dealing with research on bilingual and foreign language programs in his paper "Second Language Learning and Teaching in the Context of Bilingual Education." He found that in bilingual programs, where there is little formal foreign language instruction, persistent error types remain in the speech of children. In addition, his results showed that language teaching curriculum-related behaviors (e.g., modeling, using visual aids) relate strongly to pupil achievement, as measured by comprehension and production tests. On the basis of these results, he suggested that: (1) foreign language teaching research be undertaken by foreign language specialists using behavioral categories related to the foreign language curriculum, (2) a combination of functional and formal approaches (e.g., bilingual education and second language teaching) be used to achieve second or foreign language proficiency.

Schumann, in "Affective and Social Factors in Second Language Learning", presented a taxonomy of factors which influence second language acquisition. He discussed the relationship between second language learning and (1) social factors, such as dominance, assimilation, attitude; (2) affective factors such as language shock, culture shock, motivation; (3) personality factors, such as tolerance, sensitivity, self-esteem; (4) cognitive factors, such as cognitive development, cognitive processes, cognitive style. Research findings from projects done at OISE, Michigan, Berkeley, and Heidelberg University were summarized to illustrate what factors have a positive relationship to language learning.

Magnan and Valdman described a new approach to foreign language teaching for communicative competence in "Implications from Natural Second Language Learning: the 'Focus' Approach". This approach, which has been used in special French classes at Indiana University, uses a syllabus which is patterned after natural second language learning and pidginization. Concentration is placed upon the structure being taught and emphasis remains upon basic and communicative skills. Initial use of the Focus Approach has provided encouraging results. They suggested that some of the pedagogical advantages are that: (1) it simplifies the learning task, (2) it is based upon

spontaneous style, (3) it encourages correction by expansion, (4) it provides fully formed models and (4) it uses a cyclical syllabus.

2. The panel discussion "Language Testing: Current Research", moderated by Sandra Savignon (University of Illinois, Urbana), provided a dialogue among researchers and language teachers on the assessment of functional language skills in the classroom. The panelists were Steven Krashen (University of Southern California), John Oller (University of New Mexico), Albert Valdman (Indiana University, Bloomington).

   Savignon suggested that if communicative competence is being taught in the classroom, testing should also be within this domain. Integrative testing which assesses functional language skills is necessary.

   Krashen reviewed his 'Moniter Model' of adult second language performance and used this model to explain a number of phenomena in second language teaching and learning, such as: (1) difficulty ordering of morphemes, (2) formal vs. informal learning, (3) aptitude vs. attitude in second language learning, (4) aspects of individual variation. He discussed some of the implications that the 'Moniter Model' may have for testing. These included the possibility that 'overall language proficiency' may be related to his language acquisition. He concluded that the use of conscious grammar should not be ignored in testing, but that an integrative approach to testing is, for most purposes, superior to discreet-point testing.

   Oller addressed the question, "Can language proficiency be divided into clearly separable components?" He summarized several research projects (University of Illinois, University of California, Los Angeles) whose results suggest that a single principal component explains most of the reliable variance in different types of language tests (e.g., oral interviews, essays, dictations, cloze tests, and other discourse processing tasks). This is the case for tests that require the processing of temporally constrained sequences of elements and the pragmatic mapping of those elements into extra-linguistic contexts. These results suggest that language proficiency may be a unitary indivisible quantity. Thus Oller suggested that perhaps methods which maximize the efficiency of discourse processing and which disregard long-favored distinctions between hypothesized components of language skill should be emphasized in the classroom.

   Valdman described a test of communicative ability for beginning foreign language courses which was developed at

Indiana University and is being used to examine integrative language skills. The Indiana University French Communicative Ability Test (IUFCAT) is comprised of picture cued questions, personal questions, and question formulation items. Responses are rated appropriate, grammatical or fluent. Valdman suggested that this type of instrument is a reliable and effective means of evaluating integrative language skills.

In addition to the regular sessions, a number of business meetings were held, including an organizational meeting for the American Association of Applied Linguists, charied by Robert Kaplan (University of Southern California). Papers were presented by Wilga Rivers (Harvard University) and John Schumann (University of California, Los Angeles) dealing with "Applied Linguistics: The State of the Art (1975-80) Retrospect and Prospect." The approximately 200 'applied linguists' present discussed the pros and cons of forming a new society and finally elected AAAL executive and nominating committees. Elected to the executive committee were : Wilga Rivers (Harvard University), Charles Ferguson (Stanford University), Bernard Spolsky (University of New Mexico), Betty Robinett (Univeristy of Minnesota), Roger Shuy (Center for Applied Linguistics), Albert Valdman (Indiana University).*

CEEA/NEEA Conference (by James Kohn)

"Bilingual Bicultural Education Comes of Age" was the title of a conference sponsored by the National Elementary Education Association and the California Elementary Education Association, held at the Hyatt Regency Hotel in San Francisco on December 8-10, 1977.

In his opening address, Dr. Regelio Diaz-Guerrero, Research Professor of Psychology from the National University in Mexico City, drew a parallel between the work of psychologists and of bilingual educators, noting that both groups seek to reconcile dualities in human behavior. Diaz suggested that just as there is a duality with the left hemisphere (logical, analytical, linear thinking) and the right hemisphere (intuition, spatial relations, artistic appreciation) of the brain, so there is also a cross-cultural dichotomy in the experience of bilingual children.

Diaz concluded that the goal of bilingual education must be to produce bi-cognitive persons--more humane and complete individuals.

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*For further information on AAAL, see the announcement on page 51.

One of the most informative papers presented at the conference was that of Dr. Robert Cervantes, Principal Investigator for the Experimental Schools Bilingual Education research group of the National Institute of Education, who presented the results of five years of research done in a bilingual school district in Texas, in which 90 percent of the population was Mexican American. The researchers studied such items as "factors facilitating or inhibiting social change; instructional methodology; curriculum; student affective, behavioral and cognitive attributes; teacher behaviors and perceptions" and others. Several hypotheses were formed concerning the education of bilingual children: for example, "that education for Mexican Americans is severely hampered because of the 'incompatibility' between certain pupil attributes (i.e., self-concept, poverty, mobility, etc.) and those of the schools (i.e., 'Traditional Anglo-Saxon'); and that Mexican American students have negative affective attributes with results in low achievement;" and that "use of Spanish will have a facilitating effect on students' academic achievement because it improves their attitudes and self-concepts," as well as the idea that better, more relevant teaching and materials will result in better achievement.

The findings of the research team failed to confirm these hypotheses after five years of comprehensive testing. Little or no change in academic achievement was noted when the experimental classes were compared to the control group; the experimental program showed little effect on changing the affective variables relevant to learning. Teacher attitudes and behavior, and even use of Spanish in class differed very little from the control group. Experimental procedures such as the use of modules and the shift of the role of the teacher to resource person failed to have any positive effect. Internal self-evaluation of the district did not work, as the teachers largely ignored it.

Cervantes attributed the findings of the research to the fact that the assumptions of the study were incorrect: giving "no strings" funding for a comprehensive program in an entire school district proved to be unworkable. The notion that students have a negative self-concept <u>because</u> they are in a non-Anglo group is untenable. New methodology, curriculum and materials cannot in themselves produce greater academic achievement.

Cervantes concluded that the readiness of the entire district, including parents, students, faculty and administration, to accept the commitment to a bilingual program is <u>vital</u> to the

success of the program. Without the active participation of all parties, and the support of the program at home as well as on the school board, any such program would not succeed. There needs to be a flexibility in the design of such a program to adapt to the realities of particular situations that emerge. Administrators, teachers and parents must know the advantages of such a program before it is implemented in order to support it. The implication for all current programs in bilingual education is clear: without complete understanding and community support, little success can be expected. In the opinion of this reviewer, Cervantes' report is of utmost importance to all of us teaching English to speakers of other languages, because it demonstrates the pre-eminent importance of social acceptance in language learning, beyond the use of any one technique.

Dr. Eleanor Thonis, Bilingual Consultant for the Marysville Joint School District in California, made a very useful presentation of important considerations in preparing students for reading in two languages. Thonis pointed out that presenting two writing systems to the student simultaneously may give the student more than he can handle, but that delaying literacy in the first language (e.g. Spanish) could cast doubt on the teacher's commitment to bilingual education. Thonis recommended establishing literacy in the first (native) language and when appropriate adding literacy in English. She gave no specific timeline for this addition to take place, suggesting that such a plan be an "in-house decision".

For many who attended the conference, the appearance of Virginia French Allen on the program was enough to justify attendance. Dr. Allen gave a lecture-demonstration of techniques to improve listening comprehension among second-language learners. Allen first reminded her audience of the suggestions of Harold Palmer, since re-validated by recent research, that listening comprehension must precede oral response for good second-language learning. For listening comprehension practice in the classroom, Allen recommended both "focussed" and "unfocussed" listening activities. "Focussed" activities require the students' attention, and call for a response, usually non-verbal. In the primary grades, such activities might include games like "Simon Says," "Take a giant step . . .," and acting out stories and songs, or responding to the teacher's oral requests. With older students, listening might be practiced through listening discrimination drills ("same/different"), synonyms and antonyms or word compounds. For more advanced students listening practice might

take the form of skits, Cloze exercises and dictations. Among the unfocussed listening activities, Allen suggested letting a tape recorder play at the start and end of the class, as "background" sound, without anything specific asked of the students.

The final speaker at the conference was Dr. Bernard Spolsky, First Vice President (and President-elect) of TESOL. Dr. Spolsky, as keynote speaker, made a well-considered presentation which drew historical parallels between the current social position of the bilingual movement, and the history of other bilingual situations, including Babylonian Mesopotamia, the Maoris of New Zealand, and interestingly, the Maccabean Jews, whose resistance to domination by the "mainstream" Greek civilization of that period is reflected in the story of Hannukah. Spolsky raised a crucial question for bilingual educators: Can one learn a second language without giving up one's traditional language and culture? In his "plan for tomorrow" he concluded that as educators our greatest fear should be of a homogenous world—that the lesson of the Tower of Babel was that man had tried to dominate all minorities through the use of one language, and that the "confounding of tongues" shows that variety can defeat dominance.

In spite of the hope suggested by the title, it appeared that the convention reflected the promise of adolescence rather than full maturity. In sum, although the conference announced the "coming of age" of bilingual education, many basic questions still remain.

CATESOL Conference (by Caroline Vaughan)*

At the Ninth Annual CATESOL (California TESOL) State Conference held in San Francisco on March 3, 4, and 5, 1978, the main speakers were H. Douglas Brown, Bernard Spolsky, Lily Wong Fillmore, and Mary Finocchario. Ninety-eight presentations were given during the three-day conference, a number of which relate to current L2A research.

H. Douglas Brown (University of Michigan) in his paper, "The Good Language Teacher: Coping with the Effect of Affect", summarized the six characteristics of a good language teacher

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*This report is hardly an individual effort and would not have been possible without the help of the following people: Todd Hochstatter, Anne Katz, Bill Barish, Janet Moss, and Geoffrey Reinhard.

according to Joan Rubin (TESOL Quarterly 1975) and John Carroll (Attitudes and Motivation, ed. Gardner and Lambert), and then looked at the implications of each for the classroom teacher. For instance, the good language learner provides and receives feedback constantly as does the L1 learner. The teacher therefore should facilitate this process by giving feedback, by not allowing fossilized errors to persist. Brown suggested that the failure to learn the L2 is almost always an affective failure rather than a cognitive one, and that teachers can 'get at' affective blocks by bringing out the six characteristics in the students.

Bilingual education received a lot of attention at this conference. The study of individual learning styles and student-student interactions was the subject of a paper by Lily Wong Fillmore (University of California, Berkeley), "ESL: A Role in Bilingual Education." In her study of five Spanish-speaking children learning English in school over a period of one year, the more social, aggressive, determined child was better able to pay attention to situational cues, to abstract generalities from input data. By the end of the year this child was almost fluent in English, whereas the quietest student, who avoided the native English speakers, was far behind. She concluded that the latter child would benefit from ESL instruction, and that bilingual programs alone are not enough for all children because of individual learning styles.

Bernard Spolsky (University of New Mexico) also addressed the issue of bilingualism in his speech on "Overcoming the Language Barrier to Education." He divided his topic into two parts: (1) the language barriers, i.e. the participants, the channel (oral-written, literate-pre-literate) and the code (Standard English, certain dialects); and (2) ways to overcome them, i.e. recognizing the task and the nature of the learner, respecting both L1 and L2 as well as the cultural trappings of both, and, finally, encouraging gradual mastery of the L1.

Mary Finocchario (USIS) used the mnemonic "motivation" to structure her talk on "Implicit and Explicit Aspects of Motivation", pointing out implicit aspects such as attitude, needs of human beings (which she divides into cognitive and affective categories), personal motivation and values; and explicit aspects such as testing, objectives and integration of listening, speaking and writing skills.

Stephen Krashen (University of Southern California) in "The Functions of the Second Language Classroom", once more reminded us of the differences between language learning and language acquisition, the latter best exemplified in L1

acquisition. He suggested that teachers more closely approximate the L1 learning situation by talking about the here and now, accommodating the length of sentences to the evolving comprehension grammar of the student, repeating themselves, inserting pauses to slow down speech, and making correction concern itself with communication and "truth value" rather than with structure per se. He related his definition of intake with classroom activities by suggesting that teachers avoid both free conversation and mechanical drill, concentrating instead on communicative drills that are interesting and natural, and on vocabulary learning to aid in the acquisition of grammar. In order to provide the student with appropriate intake, the teacher must be sure that (1) it is understood, (2) it is at or slightly beyond the acquirer's level of competence, (3) it gets progressively more complex, and (4) it is natural communication.

Janet Fuller (Bloomsbury West) made "An Investigation of Natural and Monitored Sequences by Non-Native Performers of English" referring to Krashen's acquisition/learning distinction. Her study's objective was to investigate the effects of various factors on the difficulty order of English structures, the factors being type of L1 (non-Indo-European or Indo-European), number of languages known previous to learning English, test types (oral SLOPE, written SLOPE), and order of test taken. Her results indicated that the order and accuracy of structures tested were constant regardless of the above variables, further underscoring the importance of natural language acquisition in adult L2 performance, and the limits of conscious learning. Students relied on their acquired system rather than on monitoring; therefore, in classes, acquisition-rich activities are needed.

Tippy Schwabe (University of California, Davis) also discussed monitoring in her presentation, "Self-Monitoring: Can Students Learn to Correct Themselves?" which included a video-tape of a self-monitoring session, part of a program in ESL Student Self-Monitoring developed at UC Davis. The program's aim is to give the students the opportunity to listen to their own oral English critically; it grew from the theory that students cannot learn if they don't recognize their own errors (Allwright, Richards). At the end of a semester, over fifty percent of the students said they felt they would be able to self-correct all their errors eventually. By not helping students to use their internal monitors, she concluded, teachers are allowing the fossilization of errors.

Ellen Rosansky (San Jose State University) presented a paper on "Understanding Research in Second Language Acquisition: Getting at Some Basic Research Lingo (Factors Related to Adult L2 Learning)." In the first part of her paper she presented

definitions of the common statistical concepts currently in use in the L2 research field (correlation coefficient, multiple regression, r2 change, etc.). In the second part of her talk, she employed these concepts in the presentation of her own research on 120 subjects from fifteen different countries studying ESL at Harvard. Her project, based on an analysis of pre- and post-test scores and questionnaires, investigated over 100 factors (including age, L1 background, and a variety of attitudinal-motivational factors) relating to success in adults learning ESL. She also discussed the acquisition of morphemes in a longitudinal study of one child's free conversation. From month to month the learner's performance on the eleven morphemes being studied varied, leading her to conclude that it is difficult to predict the existence of a morpheme acquisition order.

Vera Henzl (Stanford University) presented a paper on "Foreigner Talk--A Simplified Language Register", outlining the systematic characteristics in phonology, grammar and lexicon of foreigner talk, and drawing attention to recent experimental studies investigating the speech of foreign language teachers.

Charles Schmid (Language in New Dimensions) based his presentation, "Suggestopedia: A Revolutionary Method of Teaching Language", on the findings of the Bulgarian psychologist, Dr. Georgi Lozanov. It sees learning as a function of attitude and motivation, rather than aptitude and drills and stresses sensory awareness, integration of intellectual and emotional learning modes. Some of the specific techniques employed in the classroom include giving the students a new identity, playing music, teaching gestures, minimizing teacher-centeredness, using role-playing activities, and being joyful and optimistic about learning.

Eugene Briere (University of Southern California), in a departure from his planned talk ("Second Language Testing: Past, Present and Future") discussed his revision of the 1964 Miranda Act to make it comprehensible to readers at a 4th grade level. He pointed out that the two-word verb "give up" as in "give up the right to an attorney" is not an easy one to process and that the variables created by stressful situations: anxiety, fear, hostility, threat of deportation, make it difficult for a foreign student to speak well.

Robin Scarcella (University of Southern California), in her paper on "Developing Discourse Strategies Through Role Play," reported on some of the problems foreign students have in acquiring discourse strategies. She pointed out the need for better discriptions of discourse strategies in English for use by teachers and discussed the technique of role-playing for presenting discourse strategies in the ESL classroom.

Judith Chun (Stanford University) reported on the results of a longitudinal study of second language acquisition in a natural setting. Her presentation dealt with the two-fold task of the language learner who must first try to make sense out of the totally unfamiliar language he hears, and, secondly, try to use that language to communicate with those around him. In addition, she discussed some of the implications of this study for the classroom teacher.

The attention paid by all the speakers to the problems of the classroom teacher and the curriculum developer made these presentations particularly relevant to the audience at the conference. Hopefully, in the future, research will continue to be made applicable to pedagogy.

FIPLV Congress on Language Learning (by Judith Chun)

The 13th Congress on Language Learning, sponsored by the FIPLV (Fédération Internationale des Professeurs de Langues Vivantes) and the Eurocentres, took place in Lucerne, Switzerland, March 27-April 1, 1978. There were three main lectures, each of which was followed by a series of four simultaneous specialized lectures in one of the three Congress languages (English, German, and French). Each of the specialized lectures focused on a different aspect of the theme presented in the main lecture. The specialized lectures were followed, in turn, by smaller working group sessions in several different languages, so that all Congress participants had a chance to discuss the major Congress themes in small groups. Congress "reporters" then reported on the results of the working group sessions before the entire audience and further discussion ensued.

The main and specialized lectures were as follows:

- Main Lecture A: Language learning: Needs of the individual in different learning situations. Speaker: Eugen Egger, Swiss Centre for Educational Documentation, Geneva, Switzerland.

Specialized Lectures:

A1: Comment accorder les besoins de l'étudiant et ceux de son futur employeur. Speaker: Francis Debyser, Director, BELC, Paris, France. Reporter: Albert Raasch, University of Saarbrücken, West Germany.

A2: The unit/credit systems as a possible link between various forms of teaching. Speaker: Jan A. van Ek, Reader in English, University of Groningen, the NETHERLANDS. Reporter: John Trim, Department of Linguistics, Cambridge University, ENGLAND.

A3: Überbrückung der Kluft zwischen Ausdrucksmöglishkeiten und Interessenbereich. Speaker: Lothar Hoffman, Department of Applied Linguistics, Karl Marx University, Leipzig, DDR. Reporter: Werner Hüllen, University of Essen, West Germany (BRD).
A4: Individualiziertes Lernen. Möglichkeiten und Grenzen im Klassenzimmer und ausserhalb. Speaker: August Flammer, Director, Psychological Institute, University of Fribourg, Fribourg, Switzerland. Reporter: Howard B. Altman, (Chairman, ACTFL), Louisville, Kentucky, U.S.A.

- Main Lecture B: Language teaching: Possibilities of interdisciplinary cooperation. Speaker: James E. Alatis, Dean, School of Languages and Linguistics, Georgetown University, Washington, D.C., U.S.A.

Specialized Lectures:

B1: Mediendidaktik. Möglichkeiten und Perspektiven im Sprachunterricht. Speaker: Horst G. Weise, Foreign Language Department, Bavarian Broadcasting Company, Munich, West Germany. Reporter: Inge Schwerdtfeger, University of Hamburg, Hamburg, West Germany.
B2: Nutzbarmachung der in der Muttersprache erworbenen Fertigkeiten beim Erlernen einer Fremdsprache--Ruckwirkung. Speaker: Irmhild Wragge-Lange, University of Oldenburg. Reporter: Alfred Tumat, Lecturer, German for Foreigners, University of Kiel, Kiel, West Germany.
B3-1: L'enseignement de la littérature. Speaker: Jean Verrier, University of Paris VIII, Paris, France. Reporter: May Collet, Secretariat, FIPF, Sèvres, France.
B3-2: Insegnamento della letteratura. Speaker: Ezio Raimondi, University of Bologna, Bologna, Italy. Reporter: Michael Jungo, Abbey School, Einsiedeln, Switzerland.
B4: Objective evaluation and 'transparency'. Speaker: Rebecca Valette, Boston College, Chestnut Hill, Massachusetts, U.S.A. Reporter: Anthony Fitzpatrick, German Adult Education, Association, Frankfurt/Main, West Germany.

- Main Lecture C: Language Problems in Multilingual Societies (original text--French). Speaker: Amadou-Mahtar M'Bow, Director General, UNESCO, Paris, France.

Specialized Lectures:

C1: Problèmes de l'enseignement des langues étrangères en Suisse. Speaker: Jean-Bernard Lang, German Language Coordinator for French-Speaking Switzerland, Geneva, Switzerland Reporter: Yves Andereggen, President, Commission of Modern Language Testing of the Swiss Association of Upper Secondary School Teachers, Sierre, Switzerland.
C2: Planung des Fremdsprachenunterrichts in den Landern der Europaischen Gemeinschaft. Speaker: Franz J. Zapp,

Fachverband Moderne Fremdsprachen, Munich, West Germany. Reporter: René Richterich, Institute of Foreign Languages, Department of Applied Linguistics, University of Berne, Berne, Switzerland.

C3: Aim: multilingualism. The dismantling of resistance and prejudice. Speaker: Eva Koberski, Ecole d'interprètes internationaux, University of Mons, Mons, Belgium. Reporter: Aleksander Szulč, Institute of German Studies, University of Krakow, Krakow, Poland.

C4: Stratificazione linguistica. Speaker: Ottavio Lurati, University of Basel, Basel, Switzerland. Reporter: Sonja Leissing, Phonogrammarchiv, University of Zurich, Zurich, Switzerland.

In addition to the three main themes presented in the main lectures and carried out in the specialized lectures and working group sessions, various other topics of interest were presented in a series of forty individual papers.

Recurring topics of discussion in the working groups were: (1) Adequate training of language teachers, (2) communicative competence--what it is, how we teach it and evaluate it, (3) the age at which foreign language instruction should be introduced in the schools, (4) the adaptation of teaching methods and materials to individual learning situations.

In general, participants from multilingual countries seemed to feel that the problems facing the foreign language teacher in the multilingual country were much the same as in monolingual countries: (1) the relevance of learning a second language, (2) finding opportunities to use the second language in meaningful situations, (3) choice of dialect to be taught. For example, the French Swiss, in learning "High German" as a second language, are learning a dialect that is not spoken in their country, therefore making the language learning experience less relevant to the student, and making it difficult for the student to find native speakers with which to use his second language.

Further information on the Congress may be obtained from:

Erh. J. C. Waespi
Director, Eurocentres
Seestrasse 247
8038 Zurich, Switzerland

10th Annual Stanford Child Language Research Forum

(By Joel Katz)

The 10th Annual Stanford Child Language Research Forum was held at Stanford University on April 7-9, 1978. The keynote address, "Functionalism and the biology of language," was delivered by Dr. Elizabeth Bates (University of Colorado, Boulder). Seventeen papers were presented in the areas of phonology, syntax, semantics, and pragmatics. In addition, there were four special interest groups: Language Disorders; Phonology/Intonation; Acquisition of Pragmatics; and School Talk: Acquisition, Competencies, and Problems of School-Age Children.

In her keynote address, Elizabeth Bates suggested that functionalism is a single, coherent approach uniting recent work on non-linguistic factors that influence language. After outlining what functionalism is and isn't, Bates characterized the claims of functionalism as three hypotheses, given here as making increasingly stronger claims:

(1) There are (not) correlations between linguistic forms and corresponding functions, either at the diachronic level (= function did(not) lead to the evolution of particular forms in the history of a language) or at the synchronic level (= if one knew enough about functional conditions, one could (not) predict the forms that would be used).

(2) Correlations between form and function are (not) sufficient clues for the child to discover the operations uniting sound and meaning in his particular language.

(3) Even when acquisition is complete, adults do (not) continue to store and use linguistic forms within functional categories. Thus there is no need (there is indeed a need) for an abstract level of deep structure that transcends such "natural" functional categories.

Bates then drew an analogy between functionalism in Darwinian evolution and the supposed nature of functionalism in language acquisition. She concluded by discussing grammatical devices that mark topic and comment in terms of the functional motivation for such devices.

While there were no conference papers about L2 acquisition *per se*, several papers raised issues that are of interest to L2 researchers. Laurence B. Leonard *et al*. (Memphis State University: "Some aspects of child phonology in imitative and spontaneous speech") concluded that a child's imitations should be included when studying his emerging phonological system. Mel Greenlee (University of California, Berkeley: "Learning the phonetic cues to the voiced-voiceless distinction: a comparison of child and adult speech perception") re-examined the traditional belief within child phonology research that "perception precedes production" and concluded from her data that there was no evidence to the contrary. Patricia Greenfield and Pat Zukow (University of California, Los Angeles: "Why do children say what they say when they say it? An experimental approach to the psychogenesis of presupposition") investigated the notion that children at the one-word stage will express the single most informative aspect of the context. Ellen Markman (Stanford: "Psychological implications of the aggregate structure afforded by collective nouns") pointed out that children's success in conservation-of-number tasks may be facilitated by treating the task objects as an aggregate (e.g. forest) rather than as individuals (e.g. trees). Nancy Cook (University of Washington, Seattle: "*In*, *on*, and *under* revisited again") suggested that earlier work on the acquisition of locatives involved tasks where the stimulus items might have been biased towards children's previous experience.

Several other papers dealt specifically with children's acquisition of lexical semantics. In "Acquiring a single new word," Susan Carey (MIT) and Elsa Bartlett (Rockefeller University) longitudinally investigated 3-year-olds' acquisition of a single new color term--"chromium"--which referred to the color olive green. Learning was seen to involve two components: a partial fast mapping of the color word to the referent after just one exposure to the word, and a slow extended process of complete acquisition. Dedre Gentner (Bolt Beranek & Newman, Cambridge, Massachusetts: "Form, motion, and use in early word meanings") reported on subjects (ages 2½ to adult) who had to give names to novel objects that were constructed so as to separate form, motion, and use. The youngest children exhibited a strong tendency to name a hybrid based on similarity of form rather than similarity of use, and a slight tendency to name the hybrid based on similarity of form rather than similarity of notion.

Unlike Roger Brown's suggestion that a word is an invitation to form a concept, Susan Cohen Leehey (University of Chicago: "Up front: the acquisition of a concept and a word") showed that two-and three-year olds form the category of "instrinsic front-back orientation" before they have any demonstrable

comprehension of the words front and back. In another presentation on Roger Brown's work, Ellen Winner (Harvard: "The referent renamed: early figurative language") examined the protocols of Roger Brown's subject Adam for metaphoric use of language. Winner found the following developmental sequence: (1) Earlier forms of non-literal language evolve in symbolic play (inanimate objects greeted like human beings; Adam renames himself, as in "I a bulldozer"; Adam transforms an object while interacting with it, as in putting his foot in a wastebasket and saying "boots"); (2) somewhat later, perceptual (= no physical contact with items) metaphors emerge, based mostly on the object's contour or size.

In a related vein, Stan A. Kuczaj (Southern Methodist University, Dallas) discussed "The ontogenesis of hypothetical reference." The ability to refer to past and future possibility was not seen as a basically syntactic problem: the child may be competent with, say, Model + have + Past Participle constructions (e.g. "would have eaten") but not be able to use the construction to consistently mark hypothetical situations.

Anne Dunlea (University of Southern California: "Observations on the acquisition of definiteness and indefiniteness") showed that by also considering demonstratives (this, that, these, those) and deictic adverbials (here, there) rather than simply focusing on the use of articles, one can detect a clear developmental progression in the use of definite and indefinite reference. Max Miller and Jürgen Weissenborn (Max Planck Institute, Nijmegen, Netherlands) discussed the related topic, "Pragmatic conditions on learning how to refer to localities." Answers to where-questions were examined in two German children (ages 1½ - 2) over a nine-month period. In the first stage, the children used here and there to mark old information. In the second stage, deictic expressions were combined with descriptive ones when searching for objects that changed location, and the children themselves began asking where-questions in which deictic terms encoded new information.

In the area of pragmatics, Elaine Andersen (University of Southern California: "Will you please don't snore?: Directives in young children's role-play speech") examined children's sensitivity to the choice of directives as a function of the social context of discourse, as well as the age, sex, familiarity, and relative status of the participants. Children in the middle age-group produced the most stereotyped patterns of directives, while the oldest group showed more flexible and appropriate use.

Four conference papers were concerned with the interaction of syntax and semantics. Mary Erbaugh (University of California, Berkeley) examined "Acquisition of aspect in a language without tense: the case of child Mandarin." Aspectual and other grammatical markings seemed easier for the children when signaled by verb suffixes rather than periphrastically. Lorraine Tyler (Max Planck Institute, Nijmegen, Netherlands: "Developmental changes in sentence processing: the primacy of meaning") tested five- and seven-year-olds in a clause-memory task in order to investigate the role of syntactic and semantic factors in children's recall and process of spoken continuous prose. The younger group was more successful when the immediately preceding clauses to be recalled were strongly related in meaning. The older group showed no differences in their ability to recall high-semantic-cohesion or low-semantic-cohesion material. (Portions of this research are reported in Journal of Child Language 5:1, February 1978, pp. 113-129.)

Two of the syntax/semantics papers came out of work by the Berkeley Cross-Linguistic Language Acquisition Project. Ayhan Aksu (University of California, Berkeley) reported on "The acquisition of causal connectives in Turkish," based on cross-sectional spontaneous speech from 26 children, ages 2, 0-4, 8. The children first express causal relations by juxtaposing separate propositions without the use of connectives. The first overt connectives appear in responses to questions, and these connectives have deictic ("there," "and then") or anaphoric ("and so," "also") discourse functions. Later forms overtly show causation ("when-cause") and allow for the subordination of one of the clauses or the reversal of cause-effect clause order.

Mary Sue Ammon and Dan I. Slobin (University of California, Berkeley) performed "A cross-linguistic study of causative development in four languages"--English ("the horse makes the camel run"), Italian (lit. "the horse makes run the camel"), Serbo-Croatian (lit. "horse makes camel-OBJECT that (it) runs"), and Turkish (lit. "horse camel-OBJECT run-CAUSATIVE-should"). Children learning languages that mark the direct object of causative instigation by inflection (S-C and Turk) performed better at earlier ages on an act-out task than children learning languages that mark the causative solely by syntactic means (English and Italian). Degree of irregularity in the inflectional system, and word-order consistency are shown to be factors affecting the age and rate of acquisition.

A special feature of this year's Child Language Research Forum was the choice of special-interest groups. Two groups met: "Language Disorders," chaired by David Ingram (University of British Columbia), and "Phonology/Intonation," chaired by Olga Garnica (Ohio State University). Ingram's group discussed

whether there is evidence for a cognitive deficit in linguistically impaired children. William Rosenthal (California State University, Hayward) began with a position paper against theories that attempt to explain child language disorders solely on the basis of auditory impairment. The other discussants--Jon Miller (University of Wisconsin, Madison), Lynn Snyder (University of Colorado, Boulder), Nancy Cook (University of Washington, Seattle), and Judith Johnston (Indiana University)--presented evidence which supported the cognitive deficit hypothesis to different degrees. It was felt that the lack of concensus was a function of the highly different populations being studied, e.g. autistic, Down's Syndrome, hearing-impaired, mentally retarded.

Garnica's group focused on the role of prosodic features, especially intonation, in the development of discourse. What is the nature and role of prosodic features of utterances produced in adult-child and child-child interactions in the early stages of life? By what process do young children learn to control the intonational aspects of their utterances to effectively transmit their intent in conversational action? Much of the discussion centered around methodology, prompted by several remarks by Dwight Bolinger: How does one code intonational data? How does one decide what the child's discourse intention is, so that the intonation patterns can be meaningfully interpreted? What about the fact that spectrographic equipment is better suited mechanically for recording adults than children?

Two more special-interest groups met: "School Talk: Acquisition and Problems of School-age Children," chaired by Jenny Cook-Gumperz (University of California, Berkeley), and "Acquisition of Pragmatics," chaired by Jean Berko-Gleason (Boston University). The first group focused on issues in the acquisition of literacy and other socio-linguistic skills necessary for successful school learning. Speaking as a sociologist, Cook-Gumperz viewed the school as an arena for language socialization. What does it take to become a member of the adult speech community through the process of attending school? How do children move from their familiar oral culture to a new, primarily written culture, especially since they are now spending a significant amount of their waking hours in school? Susan Florio (Michigan State University) then described how the classroom carries out some of these functions in terms of an ethnography-of-communication model. Peg Griffin (University of Southern California) used a conversation-analysis approach to explain how reading and writing events in the classroom are structured differently from non-classroom types of verbal interaction.

The Berko-Gleason session considered such questions as: How does one define "pragmatics"? What are some basic pragmatic

notions? What is the best model of pragmatic acquisition? Are pragmatic functions hierarchically arranged? Can one talk about "pragmatic universals"?

More detailed descriptions of the formal papers presented at the Forum can be found in Language and Language Behavior Abstracts, 1978, entries #7800001-7800017. Selected Forum papers will appear in revised and expanded form in Issue #15 of Stanford Papers and Reports in Child Language Development. Copies are available at $5.00 each, PRE-PAID. Checks made payable to Stanford University - PRCLD should be sent to the following address:

Linguistics Department
Stanford University
Stanford, CA 94305 U.S.A.
ATTN: PRCLD

It is hoped that reports from the special-interest sessions, as well as the keynote address, will be included in Issue #15.

This year's chairperson, Randa Mulford, has announced the tentative dates for the 1979 Forum: Friday-Sunday, April 6-8, 1979.

UPCOMING CONFERENCES

- The 1978 Summer Meeting of the Linguistic Society of America (LSA) will be held at the University of Illinois, Champaign-Urbana, July 28-30, 1978. For information, contact: LSA Secretariat, 1611 North Kent Street, Arlington, VA 22209 U.S.A.

- The Israeli Association for Applied Linguistics will meet at Tel Aviv University, July 2-3, 1978. For information, contact: Dr. Roberta Stock, Department of Linguistics, Tel Aviv University, Tel Aviv, Israel.

- The Ninth World Congress of Sociology, August 14-19, 1978, Uppsala, Sweden, will be sponsored by the Research Committee on Sociolinguistics of the International Sociological Association.

  Congress Information: The Congress theme is "Paths of Social Development". The program will consist of four plenary sessions; 17 working group sessions; 13 symposia;

and the sessions of 24 ad hoc groups, 11 other associations, and 34 research committees including the RCS/ISA. Among the many sessions related to the Sociolinguistics Program are those on national and ethnic movements, cultural continuity mass media, conceptual and terminological analysis, international relations, symbolic interaction, education, migration, sex roles, and methodology. The official Congress languages are English and French.

The Sociolinguistics Program will have 10 Sections:

1. Language and International Relations
2. Language and Ethnic Interaction
3. Language and Sex
4. Verbal and Non-Verbal Aspects of Face-to-Face Communication
5. Language and the Mass Media
6. The Sociology of Language Learning and Teaching
7. Language Planning and Socioeconomic Development
8. The Scope, Goals, and Methods of Sociolinguistics
9. Other Topics in Sociolinguistics
10. Administrative Section

Complete Congress information, registration and lodging forms, and forms for membership in the ISA are available from Secretariat, AIS/ISA, C.P. 719, Succursale A, Montreal, Quebec H3C 2V2, Canada.

Travel Assistance: Limited funds for helping participants in the Sociolinguistics Program to meet the costs of travel to Uppsala from anywhere in the world are availalbe, largely because of a grant from the Ford Foundation. The rules and forms for requesting such funds will be ready for distribution by the end of January. Persons wishing to receive a copy of these materials should send a request to the Program Organizer. It is expected that persons who live in developing countries, can provide part of the necessary funds from other sources, have made use of existing opportunities to apply for local or national travel assistance, and are playing an official part in the Sociolinguistics Program (chairing a session, convening an Interest Group, giving a paper, acting as a scheduled discussant, or serving

as an officer of the RCS/ISA) will have the best chance of obtaining travel assistance. All prospective participants are welcome to apply for support, however.

For information write: Jonathan Pool
Department of Political Science
DO-30
University of Washington
Seattle, WA 98195 U.S.A.

Telephone: (206) 543-7946 - office
(206) 322-7817 - home

For further information: Detailed information about this program, about the RCS/ISA, and about current activities in sociolinguistics is published regularly in the Sociolinguistics Newsletter, the official organ of the RCS/ISA. It is available for $6 per year from Scholars Press, University of Montana, Missoula, MT 59801 U.S.A.

- The Fifth International Congress of Applied Linguistics will take place in Montreal, Canada, August 21-26, 1978. For information contact:

Jacques D. Girard
University of Montreal
Box 6128, Station 'A'
Montreal (Quebec)
Canada H3C 3J7

Papers will be grouped into seventeen sections, many of which are of interest to researchers in second language (psycholinguistics, bilingualism, first and second language teaching and learning, contrastive linguistics, language teachers' training).

- The Third Annual Boston University Conference on Language Development will be held September 29-30, 1978, at the George Sherman Union, 775 Commonwealth Avenue, Boston, Massachusetts. Papers in the areas of first and second language acquisition, disorders of language, sign language, and the development of reading and written language will be considered for presentation at the conference. The deadline for submission of abstracts is June 15, 1978. To obtain abstract guidelines and information on preregistration and local arrangements, contact:

Language Development Conference
Box F
Boston University
Boston, MA 02215 U.S.A.

Telephone: (617) 353-3085

- The Los Angeles Second Language Research Forum will be held October 8-9, 1978, at the University of Southern California, Los Angeles, California. The purpose of the conference is to present research in adult and child second language acquisition and related first language issues. Topics of presentation will include: Bilingualism, Classroom Research, Measurement, Affective Variables, Aptitude, Input-Intake, Discourse, Neurolinguistics, Language Universals.

  For further information, contact:

  Second Language Research Forum
  American Language Institute
  University of Southern California
  Los Angeles, CA 90007 U.S.A.

  Telephone: (213) 741-2670

ANNOUNCEMENTS

▷ PH.D. IN APPLIED LINGUISTICS AT UCLA!

The University of California, Los Angeles, announces a new doctoral program in Applied Linguistics, which is to be administered jointly by the Department of Linguistics and the ESL Section of the Department of English. Specialization will be possible in four different areas: Language Education, Language Analysis, Psycholinguistics and Language Acquisition, Sociolinguistics and Language Use.

Enrollment will be limited to about ten students per year who have their M.A. in Linguistics, TESL, or Applied Linguistics. Other criteria for admission will include professional experience, command of foreign languages, and publications of a theoretical or applied nature.

Further information is available from Clifford H. Prator, Chairman, Interdepartmental Program in Applied Linguistics, 3306 Rolfe Hall, University of California, Los Angeles, CA 90024 U.S.A.

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS

AAAL is a new organization which consists of scholars interested in and actively contributing to the field of applied linguistics. AAAL plans to work closely with groups of similar interest, and to hold its meeting in conjunction with related associations. However, membership in AAAL is by application only. Candidates for membership will be expected to demonstrate that they are involved in productive activity which applies linguistic, psycholinguistic, or sociolinguistic knowledge to other areas such as education, speech pathology, language acquisition, reading, language planning, bilingualism, lexicography, translation, literary analysis, testing, rhetoric, or sound transmission.

Correspondence regarding membership should be addressed to AAAL Membership Office, Tenth Floor, 1611 North Kent Street, Arlington, Virginia 22209, U.S.A. Correspondence on matters other than membership and dues may be addressed to the Secretary-Treasurer, AAAL, Department of Linguistics, the University of New Mexico, Albuquerque, New Mexico 87131, U.S.A.

BLOOMSBURY WEST/LAU CENTER

The contract for the Lau General Assistance Center for Northern California was awarded to Bloomsbury West, Inc., of San Francisco, California, by the Office of Education. There are nine Lau General Assistance Regional Centers serving the needs of non-English speaking students enrolled in the United States. Bloomsbury West's Center is responsible for 620 school districts in 48 counties in Northern California, providing technical assistance and training for school districts with students who speak languages other than English. Marina K. Burt has been named Executive Director of Bloomsbury West's Lau General Assistance Center, with Dr. Heidi C. Dulay as Director. Dr. Eduardo Hernandez-Chavez will also assume major responsibilities in carrying out the activities of the Lau Center. For further information, contact:

Marina K. Burt, Executive Director
Bloomsbury West, Inc.
545 Sansome Street
San Francisco, CA 94111 U.S.A.

▷ NEW PUBLICATIONS AND CALLS FOR MANUSCRIPTS

- Language Problems and Language Planning is an international, interdisciplinary journal devoted to human language as a worldwide social and political problem. It is published by Mouton and directed to all who study, face, or work to solve language problems, including sociolinguists, applied linguists, language teachers, bilingual education specialists, literacy workers, leaders of language movements, lexicographers, terminologists, bibliographers, specialists in intercultural communication, applied anthropologists, and demographers, as well as students of economic development, the Third World, ethnicity, and nationalism.

  Volume 1 (1977-1978) begins with a symposium on "Language Problems and Language Planning in the British Isles". Among the first contributors to the journal are Father Andrew M. Greeley, Michael Hechter, Joan Rubin, Bjorn H. Jernudd, Paul R. Brass, Janet Byron, Pierre E. Laporte, Howard Giles, Moshe Nahir, Jack Fellman, Robert N. St. Clair, Evelyn P. Stevens, David K. Jordan, Franz Ubleis, Paul Pupier, and Tazio Carlevaro.

  Language Problems and Language Planning invites your subscription. The introductory price per volume (3 issues) is $12. Write to Walter de Gruyter, the parent company of Mouton, in New York if you are in the U.S. or Canada, otherwise in Berlin (addresses below).

  Language Problems and Language Planning invites your scholarship. Manuscripts for articles are welcome in any language. They are anonymously reviewed and commented on by at least one competent scholar, usually a member of the Editorial Board. Preference is given to comparative, cross-cultural, international, and policy-related work; authors of case studies are encouraged to explore their broader theoretical and practical significance. Please submit two copies of the manuscript, with identifying information removed from footnotes and bibliography, and a separate note of about 50 words on the career and work of each author, to the Editor, Richard E. Wood (address below), who can also furnish more detailed stylistic guidelines. Books for review and correspondence about proposed book reviews and review essays should also be sent to the Editor.

  MOUTON: Walter de Gruyter, Inc., 3 Westchester Plaza, Elmsford, NY 10523 U.S.A.
  Walter de Gruyter & Co. KG, Genthiner Str. 13, D-1 Berlin 30

Centro de Esploro kaj Dokumentado pri la Monda Lingvo-Problemo, Nieuwe Binnenweg 176, NL-3015 BJ Rotterdam, the NETHERLANDS

Richard E. Wood, Department of Foreign Languages, Plymouth, New Hampshire 03264 U.S.A.

- Foreign Language Studies (Second Language Research):

LANG Publishers (Berne, Frankfurt, Las Vegas) are presenting their new monograph series on studies in English as a second or foreign language. The first two volumes are already in preparation. This new series has been established to fill a long-felt gap in the field of second language studies. With its international coverage FOREIGN LANGUAGE STUDIES aim to encourage research in the form of monographs, dissertations and master's theses all over the world. It is hoped you will draw your colleagues' attention to this new series. In the case of more general topics, target languages other than English will be accepted. For information write the Editor:

Professor Hartmut Breitkreuz, M.A.
Pädagogische Hochschule Heidelberg
Fachbereich II, Keplerstrasse 87
D - 6900 Heidelberg
Federal Republic of Germany

- The Indian Journal of Applied Linguistics (IJOAL), now under the editorship of M. P. Jain, will appear twice yearly and will include three types of features: major articles, research notes, and book reviews. Readers are invited to submit manuscripts of papers in applied linguistics and TESL. For information contact:

M. P. Jain
III/II/B3
I.I.T. Campus
Hauz Khas
New Delhi 110029
INDIA

RESUME OF RESEARCH IN PROGRESS

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Resume (Please include a description of your subjects, data collection procedures, analysis, and languages involved--200 words maximum):

PLEASE RETURN TO: Research Resume
SLANT Newsletter
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San Jose State University

DEADLINE for inclusion in Fall issue: September 1

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Second
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A NEWSLETTER FOR RESEARCHERS

MANAGING EDITOR: Judith Chun
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Linguistics Department
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SLANT, a newsletter for researchers and teachers working in the field of second language acquisition, was founded as a result of discussions held after the workshop on second language acquisition at the 1974 TESOL Convention in Denver, Colorado.

It is the goal of SLANT to inform researchers and teachers of the most recent developments in the field of second language acquisition in different parts of the world. Issues typically include news of conferences, publications, theses and dissertations, research in progress, and courses in second language acquisition. SLANT attempts to encourage researchers and teachers to share their work with each other both by soliciting news items and reports of research in progress from readers.

SLANT is published twice yearly with the administrative assistance of the Linguistics Program, San Jose State University. Subscriptions are based on a calendar year. Rates are:

Individual: $2.00 North America
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In addition, back issues are available for $1.00 each ($2.00 outside North America):

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